



A Positive Behaviour Policy

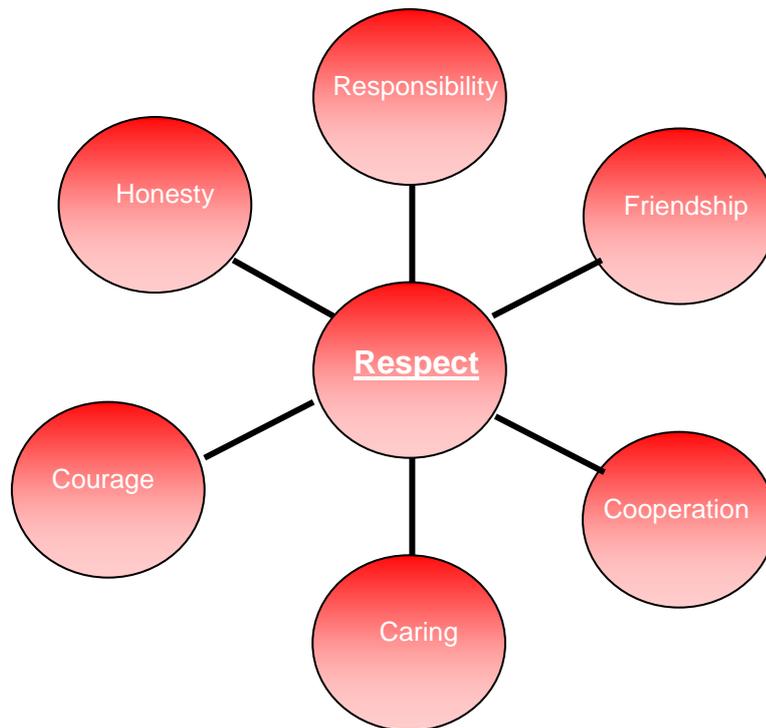
Dated: *November 2017*

Responsibility: *Headteacher*

Review Date: *November 2019*

INTRODUCTION

At Wootton Primary School we aim to create a happy, secure atmosphere which encourages self-confidence, co-operation and self-discipline. Emphasis is placed on caring for others and on respect for both people and property. Our seven school values underpin everything that we do:



Each family is asked to sign a Home School Agreement on joining Wootton School. The Behaviour and Discipline policy has been devised to accommodate the different needs of pupils' behaviour and discipline in school. It is based on the belief that pupils behave better when:

- they learn within well-defined boundaries and understand why rules or codes of conduct are needed
- they learn well in a pleasant, stimulating and ordered environment
- the learning steps are well matched to their needs

Good behaviour arises out of positive attitudes and values; this principle underpins our approach to behaviour and discipline. Behaviour in school is the responsibility of the whole school community, including children, parents, support staff, helpers, and governors, as well as teachers, and all should therefore feel confident in emphasising what is and is not acceptable behaviour.

It is also up to the adults in school to set good role models for the children, particularly in terms of how we expect children to speak to adults and to each other, the standards of dress that we expect and adherence to the school's rules.

We recognise that the vast majority of children behave responsibly and well for most of the time; praise and encouragement will be given for good behaviour. Responsible and appropriate behaviour is directly linked to parental support and to teachers' group management skills, therefore staff strive constantly to develop and improve their classroom management skills and to improve home/school relationships.

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Restrictive Intervention and Positive Handling of Pupils
- Online-safety
- Inclusion
- Child Protection Policy

Restorative Approaches

Underpinning this, our school is working towards using Restorative Approaches when dealing with incidents between children. The reason for this is that “Restorative Approaches place the needs of the harmed at the centre of the process. It recognises the need for the harmed to feel empowerment and for them to have a voice in what is essentially their harm.” Restorative Approaches has been carefully designed and there is plenty of research to suggest that it can have long term positive impacts on negative behaviour.

Restorative Approaches is not about getting to the truth, as often the truth depends upon your point of view or perception. Children often have, in their opinion, very valid reasons for their behaviour, as they may perceive things differently, depending upon their state of mind at the given time. What Restorative Approaches attempts to do is to provide the harmed a voice to say what THEY need to make it right, and for the harmer to acknowledge what they have done wrong, but also so that the harmed can hear why an event may have taken place. Restorative Approaches does not seek to replace any consequences that may be given out in addition to the actions or follow up that is agreed between both sets of children.

Wootton Primary School’s Rules (to be displayed clearly in each classroom – the wording varies slightly as appropriate for the age range of the children:)

Foundation stage	Key Stage One	Key Stage two
We are all here to learn	Respect everybody’s right to learn	Respect everybody’s right to learn
Follow directions from all adults about behaviour	Follow directions from all adults about behaviour	Follow directions from all adults about behaviour
Always have good manners (say please and thank you)	Always have good manners	Be polite and courteous to others
Use kind hands and feet	Use kind hands and feet	Keep hands and feet to yourself
Treat others as you wish to be treated	Treat others as you wish to be treated	Treat others as you wish to be treated

Class Charters

At the beginning of each academic year, class teachers will spend the first few days clearly laying out the expectations they have for the children, and these will include standards of behaviour. The vehicle for achieving this is through a ‘Class Charter’. This is where the school rules are discussed, and then agreed as to what that will look like in each class. This may differ between classes, depending upon the age of the children. Two particular rules to be explored are the “respect everybody’s right to learn” and “treat others as you wish to be treated”. These are open to interpretation, and so it is essential

that each child in the class knows what this means as a collective. They need to know what is expected, why it is expected, and more importantly what the class deem are the follow up consequences, using the schools suggested consequences as a guide.

The children in the class then all sign the Class Charter, and it is displayed in the classroom. Staff will refer to it when reminding children about how to make the correct choices and as a warning if they are failing to follow one of the school rules.

Consequences for not following School Rules

In most cases, the following consequences for not following the school rules will be administered.

Step 1 – Rule break is recorded in consequence book

Step 2 – Time out (minutes equal to age of child) to discuss behaviour (as soon as possible)

Step 3 – Time out for 20 minutes with another class (as soon as possible)

Step 4 – loss of break or lunchtime (dependent upon age of child and seriousness of incident)

Step 5 – sent to Headteacher for time out (or Deputy/SLT member in his absence)

Step 6 – Contact parents (either by “catching” after school, telephone, or letter.)

However, staff must respond on a case by case basis. It is never acceptable to hurt others, and where a child repeatedly hurts, or on one occasion seriously hurts another child, then the member of staff should make a decision of whether it is more appropriate to escalate straight to Step 5, where the child is sent to the Headteacher.

A teacher may also decide that if, despite following the steps of consequences, a child repeatedly fails to follow a school rule, such as disrupting their own and other children’s learning in lessons, then steps may be missed out. This will be shared with the child so they are clear about why this is happening.

Each day is a fresh start, and it is important that children know that whatever went on the day before bears no impact upon the adults thoughts or opinions of them. It is important that, if a child receives a consequence, the adult concerned “catches” the child doing something well or right within the next few minutes and praises that good behaviour. By doing that we reinforce positive expectations, and ensure that the child knows the adult is disapproving of the behaviour and not the child.

Rewards

In addition to there being a hierarchy of consequences, it is important children realise there is also a series of reward systems in place and that every child has the opportunity to strive towards receiving positive recognition for their learning and / or behaviour.

When it is appropriate, children’s learning achievements/outstanding behaviour are shared with an audience, e.g. parents/class/ headteacher/school.

The following rewards and incentives are offered to praise good learning and behaviour, helpfulness and thoughtfulness, and also to encourage behaviour modification:

1. Positive comments and verbal praise
2. Stickers for learning / behaviour as appropriate (in books or on the child)
3. House Points given for: effort, learning well, participation, tables/spellings (good scores), home learning, improvement in learning attitude or behaviour, taking part in an assembly or concert. These are added up for individual rewards as well as contributing to the house team prize.
4. Values pebbles and stickers given for showing one of the 7 school values. These also contribute to the individual reward scheme.
5. Good news slips sent home with the child, these are awarded for a special effort with learning, behaviour, or any aspect of school life.
6. Individual bronze, silver and gold awards contribute to a class reward once everyone in the class has achieved that level e.g. Bronze party.
7. Star of the Week merit certificate awarded in Celebration Assembly
8. Individual letters/ postcards home for outstanding behaviour /evidence of excellent learning

Involvement of Parents

Parents should be informed at the earliest opportunity if a child is persistently misbehaving or the incident involves a serious breach of school discipline. When staff are especially concerned about persistent inappropriate behaviour, parents will be invited into school for an informal chat.

Later it may be necessary to arrange a formal interview and if appropriate a behaviour monitoring contract will be drawn up with the child, parents and school. Only as a last resort or in the case of a severe breach of school discipline will exclusion procedures be taken. Parents are always encouraged to contact their child's teacher if they have worries about their children.

Restorative Approaches Process

When a child approaches an adult making an accusation, a simple script can be used to deal with minor incidents there and then. There are five questions that make up this script. It is important that where possible, this is done as quickly as possible for minor incidents, and research shows that, where used effectively, this can have a dramatic impact on reducing the incidents of negative behaviour. The five questions are:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected by what has happened? And in what way?
5. What needs to happen to make things right?

Depending upon the age and the ability of the child, staff may need to reword some of the questions, but it is important that all the questions are asked. The other important factor is the order to who they are asked:

1. Ask the harmer questions 1-4 first, so that the harmed hears them
2. Ask the same questions, 1-4 to the harmed, so that the harmer hears them
3. Ask the harmer to respond to anything that the harmed has just said
4. Ask the harmed question 5

5. Ask the harmer for a response, and gain agreement on reparation actions
6. If necessary set a time scale for any actions agreed.

At no point is the above process supposed to replace any sanctions, but is an important tool to help change negative behaviour patterns and allow the harmed to feel empowered to speak up and feel that they have had input to the process. It also allows the harmed to suggest the actions/sanctions for their actions, which they are more likely to comply with.

It should be noted, that this process will not work with all children, but it is important that where possible both sides have some of the process. Where it Restorative Approaches does not work, school will seek additional expert advice.

Dealing with serious incidents:

Where an incident involves large numbers of children and or is of a serious nature, the matter will need to be referred to the Headteacher, who has been fully trained in this approach. These incidents may need to be turned into full Restorative Approaches Conferences, where preparation meetings will be held, risk assessments may need to be written and which may require parental attendance. If in any doubt, staff should speak to the Headteacher for advice.

Exclusions

Children can be excluded from school when:

- There has been a serious breach of the school's behaviour, anti-bullying or Online safety policies
- Other disciplinary sanctions have already been tried and extreme poor behaviour has still continued
- Allowing the pupil to remain in school would seriously harm the education and/or welfare of others in school
- Exceptionally exclusion may follow one very serious first offence which threatens the education or welfare of others
- The behaviour of a pupil outside school can be considered grounds for an exclusion, where it is considered that their actions could damage the good name or image of the school
- The Head teacher is the only member of staff who can carry out exclusions.
- Exclusions can be for a fixed term (up to maximum of 5 days at any one time).
- Exclusions can be for lunchtimes for a set number of days.
- Fixed term exclusions cannot exceed 45 days in any academic year.

Under the Equality Act 2010 (the Equality Act), Wootton Primary School will not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

If a child is excluded parents will be informed immediately, in writing, of the reasons why their child has been excluded. The letter will also inform you of your right of appeal.

Parents have the right to appeal to the governors, within five school days. Initial contact should be made through the Chair of Governors, via the school office, who will convene a committee to review the school's decision.